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ABSTRACT

This guide introduced 18 separate components designed to assist state department of education personnel, guidance supervisors, and guidance counselors in training others to understand and utilize the "Rural America Series," a framework for the development, implementation, and evaluation of grades K-14 career guidance programs for rural and small schools. Each module consists of a module overview, facilitator's outline, participant materials, and transparency masters and may be used independently or collectively in staff development activities. All parts have been tested in state-wide workshops sponsored by Florida, West Virginia, Ohio, Illinois, Iowa, Arkansas, Kansas, Washington, Idaho, Wyoming, and American Samoa. This "Introduction" serves as an overview to familiarize trainers and staff development personnel with the scope, format, conceptual framework, and sequence of materials contained in the remaining facilitator guides. A table outlines the amount of time required, frequency of training, and advantages and disadvantages of four patterns of use for the modules: after school or afternoon sessions, day-long workshops, multiple day workshops, or self-instructional mode. Another table illustrates the relationship of the Facilitator's Guide Modules and the Series Handbooks, noting basic concepts covered and key series pages/sections. (NEC)

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Research and Development Series No. 149A

FACILITATOR'S GUIDE TO STAFF TRAINING FOR THE *RURAL AMERICA SERIES*

INTRODUCTION

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Cooperative Rural Career Guidance System

THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION
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- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

Research and Development Series No. 149A

FACILITATOR'S GUIDE TO STAFF TRAINING FOR THE *RURAL AMERICA SERIES*

INTRODUCTION

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FOREWORD

The National Center for Research in Vocational Education has been actively developing materials for the special guidance program needs of rural and small schools since 1975. During the ensuing period, a 16 volume set of career guidance program materials for rural and small schools entitled the *Rural America Series* was produced. The development and original production were funded by the U.S. Office of Education, Bureau of Occupational and Adult Education, Part "C," Vocational Education Act of 1963 as amended Research Legislation. Since its completion, the *Rural America Series* has enjoyed widespread national distribution with over 1,200 sets now in the field. In 1976-1978 the National Center in conjunction with Northern Michigan University was funded to test the planning process contained in the Series and to develop several supplemental materials.

One such supplement is the *Facilitator's Guide to Staff Training for the Rural America Series*. It consists of 18 separate modules of which this document is one. The *Guide* is designed to assist state department of education personnel, guidance supervisors, and guidance counselors in training others to understand and utilize the *Rural America Series*. Each module of the *Guide* may be used independently or collectively in staff development activities. All parts of the *Guide* have been thoroughly tested in state-wide workshops sponsored by the states of Florida, West Virginia, Ohio, Illinois, Iowa, Arkansas, Kansas, Washington, Idaho, Wyoming, and the territory of America Samoa. Each workshop was carefully evaluated and suggestions from workshop participants were used to modify and improve the *Guide*.

This document, the "Introduction," serves as an overview of the *Guide*. It familiarizes trainers and staff development personnel with the scope, format, conceptual framework and sequence of modules contained in the *Guide*. Stress is placed on the concrete instructional materials which are an integral part of each module. Several practical suggestions for making effective use of the *Guide* are also contained in the "Introduction." Through the guidance given in this document, highly effective training of rural and small school guidance personnel and educators can result.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

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INTRODUCTION

The *Facilitator's Guide* is one of 19 handbooks in the *Rural America Series.* The entire series provides a framework for the development, implementation, and evaluation of K-14 career guidance programs. This guide is a flexible inservice tool that is to be used by persons providing training on the use of the series. Practical and easily applied ideas for inservice training are provided in the guide's 14 instructional modules. Each module covers a set of basic concepts contained in the other handbooks of the series. The titles and suggested instructional times for the modules are listed below.

	Module Number and Title	Instructional Time (In Hours)
I.	Understanding the Need	2
II.	Initial Planning	2-2½
III.	Needs Assessment	2
IV.	Behavioral and Program Objectives	2
V.	Resources	1½-2
VI.	Career Guidance Practices	1½
VII.	Counseling	1½
VIII.	Placement	1
IX.	Staff Development	1
X.	Community Relations and Involvement	1
XI.	Community Perspectives	1
XII.	Evaluation	2
XIII.	Cooperative Agreements with Business, Industry and Labor (BIL)	2
XIV.	Case Studies	2

Page 12 provides a brief description of the modules.

A uniform format is used throughout the guide. Each module consists of (1) a module overview, (2) facilitator's outline, (3) participant materials, and (4) transparency masters.

Module Overview

The overview contains the following components:

- *Instructional Time*—The approximate time it takes to conduct all presentations and activities described in the module.
- *Module Description*—A brief description of modular contents.
- *Goals and Objectives*—The goals and objectives that participants are expected to attain upon module completion.
- *Agenda*—An ordered listing of the major topics and types of activities included in the module. Estimates of the time required to cover each activity adequately are also shown.
- *Evaluation*—A suggested set of evaluation procedures for the module. A brief participant evaluation questionnaire is included in each module.
- *Relationship to the Rural America Series*—A chart that depicts the interrelationship of the particular handbook(s) being studied to others in the *Rural America Series*. The chart is accompanied by a short explanatory narrative. A full description of the chart is found in Module I, pp. I-3.

Facilitator's Outline

Following the module overview section is the major content section of each module. This section, "Facilitator's Outline," details suggested activities and information for presentation. A blend of presentation and "hands-on" participant activities such as games, role playing and laboratories provides a stimulating atmosphere in which series concepts can be explored.

Within the outline, procedural steps such as "show transparency" or "have workshop participants locate a handout" are frequently indicated by the use of the character "Rathbone Nebishkin." Rathbone Nebishkin will appear in each module to highlight key instructions or to offer suggestions for the facilitator. (Instructions also are boxed in by heavy black lines.) Formally meet our little fellow now.

A notes column appears on each page of the outline. This space is provided so facilitators can add their own comments and suggestions. To cue the facilitator to key sections of the handbooks, page number references also are provided in the notes column. (This cueing keeps with a major assumption made by the guide's developers—that the facilitators have a solid working knowledge of the handbooks they are presenting.)

Notes

Materials that will be needed by participants follow the facilitator's outline. This section serves as the duplication master. The inclusion of participant materials in each module allows the facilitators easy reference to them. Also, a short evaluation questionnaire is included in the participant materials section of the module. (A complete set of participant materials across all modules is available under separate binding.)

Participant Materials

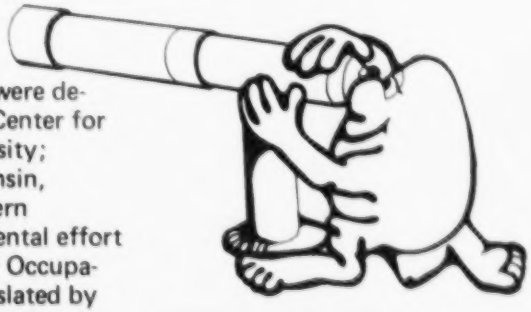
A set of transparency masters makes up the last section of each module. Visuals are considered necessary to enhance many of the presentations. (A complete set of transparency masters across all modules is available under separate binding.)

Transparency Masters

The appendix to the guide provides detailed procedures for evaluating inservice sessions related to the modular contents. Included in this design are options for overall inservice evaluation as well as for the evaluation of each module.

Evaluation Appendix

OVERVIEW OF SERIES



The first 16 handbooks of the *Rural America Series* were developed by a consortium of three agencies: The National Center for Research in Vocational Education, The Ohio State University; Wisconsin Vocational Studies Center, University of Wisconsin, Madison, Wisconsin; and The School of Education, Northern Michigan University, Marquette, Michigan. This developmental effort was sponsored by the U.S. Office of Education, Bureau of Occupational and Adult Education through Part "C" funding legislated by the Vocational Education Act of 1963 as amended. The handbooks were developed on the assumption that a comprehensive career guidance program is a critical need of rural youth seeking to enhance their career development. The first 16 handbooks are designed to assist in the systematic planning, implementation, and evaluation of a (K-14) career guidance and counseling program keeping in mind the unique strengths and limitations of the rural environment.

A comprehensive career guidance, counseling, placement and follow-through program for rural schools

These handbooks are further divided into four subsets. The subsets and a description of each handbook within the subsets are presented on the next pages.

SUBSETS

CAREER GUIDANCE PROGRAM SUPPORT
- **State of the Art Review**
- **Life Role Development Model**
- **Career Guidance Resources**

CAREER GUIDANCE PROGRAM PROCESS
- Planning and Implementation
- Career Development Needs Assessment
- Behavioral Objectives
- Resource Assessment
- Deciding Via Evaluation

CAREER GUIDANCE AND COUNSELING FOR GROUPS AND INDIVIDUALS
- Career Counseling in the Rural School
- Desk Reference: Facilitating Career Counseling and Placement
- An Individualized Approach to Career Counseling and Placement
- Transitional Career Placement in the Rural School
- Career Guidance Practices

CAREER GUIDANCE PROGRAM SUPPORT FUNCTIONS
- Staff Development
- Community Relations and Involvement
- Rural Community Perspectives toward Career Development

DESCRIPTION

The CAREER GUIDANCE PROGRAM SUPPORT subset (top left) provides theoretical and background information that is used as the basis of the remainder of the series. Three handbooks make up this subset.

State of the Art Review—An extensive literature review which is divided into two major sections. One section contains an account of the influences on rural youth's personal and educational development, and the other describes aspects of a comprehensive career guidance counseling program.

Numerous existing career development models were analyzed and aspects that were appropriate for the rural setting were incorporated into *Life Role Development Model*, the theoretical base for the series. Goals and subgoals that relate to the model domains of Self and Interpersonal Relations, Career Planning and Decision Making, and Life Role Assumptions are included.

Career Guidance Resources—Provides abstracts of over 500 printed and audiovisual career development materials and over 50 career development programs in rural schools. An extensive cross reference index is included.

SUBSETS

CAREER GUIDANCE PROGRAM SUPPORT
- State of the Art Review
- Life Role Development Model
- Career Guidance Resources

CAREER GUIDANCE PROGRAM PROCESS
- **Planning and Implementation**
- **Career Development Needs Assessment**
- **Behavioral Objectives**
- **Resource Assessment**
- **Deciding Via Evaluation**

CAREER GUIDANCE AND COUNSELING FOR GROUPS AND INDIVIDUALS
- Career Counseling in the Rural School
- Desk Reference: Facilitating Career Counseling and Placement
- An Individualized Approach to Career Counseling and Placement
- Transitional Career Placement in the Rural School
- Career Guidance Practices

CAREER GUIDANCE PROGRAM SUPPORT FUNCTIONS
- Staff Development
- Community Relations and Involvement
- Rural Community Perspectives toward Career Development

DESCRIPTION

The CAREER GUIDANCE PROGRAM PROCESS subset contains five handbooks that focus on practical procedures for planning, implementing and evaluating a career guidance program.

Planning and Implementation is designed to be used by the program coordinator and provides suggestions for initial and long range planning. Strategies for generating support and selecting and orienting a planning committee are covered. Planning forms and checklists are provided.

Step-by-step procedures for conducting a needs assessment are provided in *Career Development Needs Assessment.* Accompanying these procedures is a description of issues involved in needs assessment and an illustration of needs assessment in a hypothetical rural district. Learning of the student's career development needs is a vital part of an effective career guidance program.

Once the needs have been established and ranked goals written, behavioral objectives are defined. *Behavioral Objectives* contains writing guidelines, criteria for development and evaluation of the objectives and a self-instructional manual for writing behavioral objectives.

Conducting a local resource assessment is an important aspect of developing a career guidance program. *Resource Assessment* is a procedural guide for the identification and use of community resources. It contains procedures on how to conduct a local resource assessment and categorize resource information.

Deciding Via Evaluation is the last handbook in this subset and deals with the development of program and evaluation plans. It takes into account the fact that evaluation is a continuous process and takes place during planning and after programs have been developed.

SUBSETS	DESCRIPTION
CAREER GUIDANCE PROGRAM SUPPORT State of the Art Review Life Role Development Model Career Guidance Resources	The subset titled CAREER GUIDANCE AND COUNSELING FOR GROUPS AND INDIVIDUALS contains suggestions on ways to meet the career development needs of students K-14.
CAREER GUIDANCE PROGRAM PROCESS Planning and Implementation Career Development Needs Assessment Behavioral Objectives Resource Assessment Deciding Via Evaluation	A process for delivering ongoing individual career counseling is presented in *Career Counseling in the Rural Schools.* Suggested content of the individualized counseling component is also described.
CAREER GUIDANCE AND COUNSELING FOR GROUPS AND INDIVIDUALS **Career Counseling in the Rural School** **Desk Reference: Facilitating Career Counseling and Placement** **An Individualized Approach to Career Counseling and Placement** **Transitional Career Placement in the Rural School** **Career Guidance Practices**	*Desk Reference: Facilitating Career Counseling and Placement* is a quick reference guide. It provides suggestions on how to obtain occupational and educational information, how to select informational materials, and how to organize and store materials. A description of career counseling as a combination of the systems approach and one-to-one counseling is contained in *An Individualized Approach to Career Counseling and Placement.* In addition, a model for helping students make the transitional role change from school to their next career option is presented. School-based placement activities are described in *Transitional Career Placement in the Rural School.* The handbook focuses on placement from both programmatic and individual student points of view. Examples of career guidance and counseling activities that can be implemented in the home, school, and community are described in *Career Guidance Practices.* The handbook was developed with the assumption that teachers, students, parents, and other community members must be involved in the delivery of career guidance and counseling.
CAREER GUIDANCE PROGRAM SUPPORT FUNCTIONS Staff Development Community Relations and Involvement Rural Community Perspectives toward Career Development	

SUBSETS	DESCRIPTION
CAREER GUIDANCE PROGRAM SUPPORT State of the Art Review Life Role Development Model Career Guidance Resources	The CAREER GUIDANCE PROGRAM SUPPORT FUNCTIONS subset deals with how to actively involve staff and community in the early stages of program planning and program implementation. *Staff Development* provides procedures for the development and implementation of a competency-based training program for faculty and staff. It describes staff development with an emphasis on workshops.
CAREER GUIDANCE PROGRAM PROCESS Planning and Implementation Career Development Needs Assessment Behavioral Objectives Resource Assessment Deciding Via Evaluation	Strategies on how to obtain community involvement are outlined in *Community Relations and Involvement*. The handbook contains numerous suggestions on how to develop a community relations program.
CAREER GUIDANCE AND COUNSELING FOR GROUPS AND INDIVIDUALS Career Counseling in the Rural School Desk Reference: Facilitating Career Counseling and Placement An Individualized Approach to Career Counseling and Placement Transitional Career Placement in the Rural School Career Guidance Practices	*Rural Community Perspectives towards Career Development* looks at the idea of assessing and expanding rural adult career attitudes that affect youth. The document was based on the fact that stereotypic views of adults often influence and limit students' career options.
CAREER GUIDANCE PROGRAM SUPPORT FUNCTIONS **Staff Development** **Community Relations and Involvement** **Rural Community Perspectives toward Career Development**	

Hm, I wonder if this space is for notes.

In addition to the first 16 handbooks just described, three other companion handbooks are contained in the *Rural America Series.* They are *Facilitator's Guide, From Idea to Action,* and *Increasing Guidance Effectiveness through School-Community Cooperation.* The contents of these handbooks which were developed by the National Center for Research in Vocational Education and Nothern Michigan University are briefly described in Table 1.

Table 1

Three Subsequent *Rural America Series* Handbooks

Handbook Title	Handbook Description
Facilitator's Guide	Is a training guide that contains training modules for all of the remaining handbooks in the series.
From Idea to Action: Career Guidance Plans of Rural and Small Schools	Contains a compendium of nine case studies that describe how rural school districts implemented the planning processes contained in the *Rural America Series.*
Increasing Guidance Effectiveness Through School-Community Cooperation	Contains procedures for developing cooperative agreements between the schools and business, industry and labor in rural communities.

The total 19 handbooks of the *Rural America Series* can be thought of as an encyclopedia. One would not read all the volumes of an encyclopedia from cover to cover. Rather volumes and parts of volumes would be used selectively based upon specific concerns and issues. In this regard, the handbooks form an encyclopedia carefully constructed to facilitate the process of planning and implementing a comprehensive career guidance and counseling program.

The *Facilitator's Guide,* as a training guide for the *Rural America Series,* serves to facilitate the use of the information in the series by highlighting the key issues and providing suggestions on how the richness of ideas can best be communicated to others.

SUGGESTIONS FOR USING THIS GUIDE

The structure of each module is such that it can be used apart from other modules. However, all modules relate directly to the *Rural America Series* and have references to the concepts defined therein.

Patterns of suggested module use

One pattern of suggested module use is to present a sequence of modules over an extended period of time—three to four months. Because inservice training is frequently limited to afternoon and/or

after school time periods, the average length of a module is approximately two-three hours. Some modules are only an hour in length and may be combined to accommodate an after school or afternoon time period (see page 1). Other options are to cover the material in (1) a three-to-four day continuous workshop, (2) a number of one-day workshops, or (3) a self-instructional mode. Table 2 contains a brief summary of the options and the advantages and disadvantages associated with each.

Within each option the facilitator still has a great deal of flexibility. Facilitators are encouraged to use their imagination and creativity in working with inservice applications of this guide.

Workshop Planning

Many of the minor, yet important, details in planning inservice programs have only been alluded to in this guide. For example, the module agendas do not provide specific times for coffee or refreshment breaks. Agendas for day long or multiple-day workshops have not been included in this guide. Introductory activities (e.g., welcoming of participants, distributing agendas and materials, discussing activities to be undertaken) also have not been included inasmuch as all facilitators have their own styles of handling introductions. Supplementary suggestions for planning workshops can be found in the series handbook entitled *Staff Development.*

The facilitator also has the opportunity to expand, limit, and/or alter the contents of a module based upon the nature and experience of the participants. Optional activities have been included to provide the facilitator with suggested alternatives. Facilitators are, therefore, encouraged to examine and develop alternative approaches to the suggested module contents.

If all day or longer workshops are planned, the following suggestions are offered:

1. Allow adequate time for such activities as stretching, moving about, and so on.

2. If possible, do not schedule an 8:00 to 5:00 day. Participants' attention spans tend to drop off at 3:00–3:30 in the afternoon.

3. As you progress from one module to the next, it will not be necessary to review or reemphasize the *Rural America Series* each time. One idea is to mention the series using the *"Rural America Series"* transparency provided in several modules. The transparency could be shown two or three times during the day (e.g., in the beginning, in the middle, and in a concluding summary).

4. Allow participants to take home and skim handbooks to be covered the following day. However, do not make this a mandatory activity but one based upon participant interest.

Table 2

Several Possible Patterns of Use for the Modules Contained in the Facilitator's Guide

Factors to be Considered	Use Patterns			
	After School or Afternoon Sessions	**Day Long Workshops**	**Multiple Day Workshops**	**Self-Instructional Mode**
Amount of Time Required	– Approximately 2½ hours (the average length of a module).	– Between 5-3/4–6 hours of time excluding lunch.	– Between 5-3/4–6 hours of time *per day* excluding lunch for 2-3 days.	– Dependent upon the skill/background of individual using the guide.
Frequency of Training	– Frequent, nearly twice a month, if all of the modules are to be covered.	– Infrequent, with at least four workshops if all of the modules are to be covered.	– Infrequent—only one time per year with perhaps some follow-up activities planned.	– Dependent on the needs of the user and his/her skills and background.
Advantages	– Integration with regular school inservice training practices. – Individual sessions, not too long in duration. – Compatible with participant attention spans.	– Integration with regular school inservice training. – Individual sessions of medium duration. – More flexibility for activities with longer block of time. – Can be focused on a specific program area such as planning.	– Coverage of the entire *Rural America Series* at one time. – More flexibility with longer block of time.	– Self-paced. – Flexible. – Relatively free from time constraints.
Disadvantages	– Requires numerous sessions to complete a sizeable portion of the series. – Numerous and frequent arrangements for training have to be made.	– Requires four, day long meetings to complete the series. – Making arrangements and schedules for day long meetings might be difficult.	– Difficult to fit extended program into the school schedule. – Fatigue factor is greater on part of participants and facilitator.	– Lack of group interactions and discussions. – Materials not designed primarily for a self-instructional mode.

A set of questions that are frequently asked in day long or longer workshops covers such concerns as:

- In what handbook can I find this idea?
- How does the material in the *Facilitator's Guide* relate to the handbooks?
- Where can I find other ideas in the series similar to the ones presented here?

It is important to remember that the modules in the *Facilitator's Guide* were based primarily (but not entirely) on the handbooks of the *Rural America Series*. In all cases, materials that were taken directly from or based upon the series contain page number references to the appropriate handbook. In some instances, the material in the guide was created specifically to facilitate the process of learning about the series. Obviously, these sections will not have series references. Table 3, Series Handbooks and Facilitator's Guide Modules on the last page of this module, shows how the modules in this guide relate to series handbooks.

Finally, what else is left? There really is not much to say. The *Facilitator's Guide* is in front of you. It should serve as a springboard for new ideas and an exciting staff development program. Rathbone Nebishkin will pop up from time to time to assist you as you use the guide. You are in charge now.

Table 3
The Relationship of the Facilitator's Guide Modules and Series Handbooks

Module Number/Title	Basic Concepts Covered	Series Handbook(s)	Key Series Pages/Sections
I. Understanding the Need	– The nature of the rural environment – The rural environment as it affects career development – A theoretical model for career development	– State of the Art – Life Role Development Model	pp. 3-37 (State of the Art) pp. 5, 29-55 (Life Role)
II. Initial Planning	– Formation of a planning committee – Planning concepts – Planning forms	– Planning and Implementation	pp. 5-8, pp. 27-34
III. Needs Assessment	– Steps in a needs assessment – Procedures for conducting a needs assessment	– Career Development Needs Assessment	pp. 5-9, pp. 10-32, Appendices A-K
IV. Behavioral and Program Objectives	– The role of objectives – Different types of objectives – Practice in developing objectives	– Behavioral Objectives	pp. 3-4, pp. 18-33
V. Resources	– How to conduct a resource assessment – Use of the *Desk Reference* – Using *Career Guidance Resources*	– Resource Assessment – Desk Reference: Facilitating Career Counseling and Placement – Career Guidance Resources	pp. 1-28 (Resource Assessment) Table of Contents (Desk Reference) pp. 1-8, and other appropriate sections (Career Guidance Resources)
VI. Career Guidance Practices	– Guidance practices for home, school and community settings – Planning for guidance practice implementation	– Career Guidance Practices	p. 5, pp. 37-95, pp. 107-197, pp. 199-244
VII. Counseling	– The five basic services of counseling: individual inventory; counseling; providing information; coordinating and referring; follow-up	– Career Counseling in the Rural School – An Individualized Approach to Counseling and Placement	pp. 1-9, pp. 205-224 (Career Counseling) pp. 1-40 (An Individualized Approach)
VIII. Placement	– Current status of placement activities in local districts – The five basic steps of placement: locating; securing; developing; maintaining; evaluating	– Transitional Career Placement in the Rural School	p. 31, p. 47, p. 61, pp. 87-89, p. 98, p. 103, p. 109
IX. Staff Development	– The role of staff development in a comprehensive career guidance program – Planning staff development programs	– Staff Development	pp. 1-3, pp. 5-32, pp. 43-51, Appendix A
X. Community Relations and Involvement	– Defining the goals of school-community cooperation – Understanding techniques for promoting school-community relations	– Community Relations and Involvement	pp. 5-26, pp. 49-69
XI. Community Perspectives	– Measuring rural community attitudes toward career development – Techniques for altering stereotypes in the rural community	– Rural Community Perspectives Toward Career Development	pp. V-VI, pp. 1-41
XII. Evaluation	– Evaluation of program planning and full scale program implementation	– Deciding Via Evaluation	pp. 6-16, pp. 19-26, pp. 37-79
XIII. Cooperative Agreements with Business, Industry and Labor	– Formal and informal agreements – Considerations for B-I-L involvement in the schools – Writing cooperative agreements	– Increasing Guidance Effectiveness	p. 2, pp. 29-48
XIV. Case Studies	– Issues and considerations in initial program planning – Review of the experiences of 9 field test school districts	– From Idea to Action: Career Guidance Plans of Rural and Small Schools	pp. 1-8, pp. 11-22, pp. 25-28.

SUPPLEMENTS TO THE *RURAL AMERICA SERIES* (1978)

Increasing Guidance Effectiveness Through School-Community Cooperation

From Idea to Action: Career Guidance Plans of Rural and Small Schools

Facilitator's Guide to Staff Training for the *Rural America Series*

RURAL AMERICA SERIES (1976-77)

Career Guidance Program Support Information Documents

- State of the Art Review
- Life Role Development Model
- Career Guidance Resources

Career Guidance Program Process Handbooks

- Planning and Implementation
- Career Development Needs Assessment
- Behavioral Objectives
- Resource Assessment
- Deciding Via Evaluation

Career Guidance and Counseling for Groups and Individuals Handbooks

- Career Counseling in the Rural School
- Desk Reference: Facilitating Career Counseling and Placement
- An Individualized Approach to Career Counseling and Career Placement
- Transitional Career Placement in the Rural School
- Career Guidance Practices

Career Guidance Program Support Functions Handbooks

- Staff Development
- Community Relations and Involvement
- Rural Community Perspectives Toward Career Development

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